

Prekindergarten Expansion Grant

Absolute Priority II

Application SFY 2015

**Document available in
alternative format.**

Please return completed
application to MSDE by
**Wednesday, June 11, 2014
4:00 p.m.**

Maryland State Department of
Education
Division of Early Childhood
Development
200 West Baltimore St., 10th floor,
Baltimore, MD 21201

PROPOSAL DESCRIPTION:

Type of Application: Absolute Priority II

Name of Grant Program:

Prekindergarten Expansion Grant

Authorization:

The Prekindergarten Expansion Act of 2014 (SB 332)

Dissemination:

Tuesday, April 22, 2014

Deadline:

Wednesday, June 11, 2014 at 4:00 p.m.

PURPOSE:

1. Expand free access to half-day and full-day public prekindergarten for four-year old children from families with household incomes at or below 300 percent of Federal Poverty Guidelines (FPG) for the school year. The household income of 300 percent of FPG defines the eligibility of access to prekindergarten.

Grant funds will provide:

Half-day or full-day prekindergarten programs for a minimum of 20 eligible four-year old children at prekindergarten classrooms operated by local boards of education either at a public school or by a licensed and state or nationally accredited programs, published at Level 5 of Maryland EXCELS, or a certificate of approval from MSDE under a Memorandum of Understanding (MOU).

REQUIRED COMPONENTS:

- A description and documentation in the enclosed application to show how the grantee will meet the ten (10) Quality Benchmarks for High-Quality Preschool Education as adopted by the *Task Force on Universal Preschool Education*.¹
- Documentation of how families' children whose household income is at or below 300% of Federal Poverty Guidelines have access to prekindergarten
- Description of the program's family engagement in accordance to the *Maryland Early Childhood Family Engagement Framework* (http://www.marylandpublicschools.org/MSDE/divisions/child_care/engage.html)
- A signed and dated Memorandum of Understanding (MOU) if the local board of education provides prekindergarten in a program, which is licensed and state or

¹ The quality benchmarks reflect the requirements of COMAR 13A.06.02.

nationally accredited programs, published at Level 5 of Maryland EXCELS, or has a certificate of approval from MSDE demonstrating ongoing collaboration in terms of the following:

- Services for children with disabilities
- Services for four-year-olds with limited English proficiency to align with LSS policies
- Coordination of prekindergarten enrollment

SUBMISSION REQUIREMENTS:

1. Signed Cover Sheet
2. Project Update- FY 2015
3. Project management, Key Personnel
4. MOU with a program which is licensed and state or nationally accredited programs, published at Level 5 of Maryland EXCELS, or a certificate of approval from MSDE (optional) (Appendix B)
5. Quality Benchmarks and Programmatic Plan
6. Evaluation & Monitoring
7. Signed MSDE Budget Forms
8. Signed Assurances Page
9. Appendix A- Implementation Plan

ELIGIBLE APPLICANTS (Qualified Vendor):

- Local board of education

PROPOSAL REVIEW:

The review of proposals will take place as follows:

1. Prequalification review of all applications to determine responsiveness to the RFP.
2. Review of qualified applications, i.e., those that are responsive to the RFP, by absolute priorities.
3. Applicants will be scored in accordance with objective review criteria.
4. MSDE may invite applicants for oral presentations.
5. Review committees submit recommendations for funding to the State Superintendent of Schools.

AWARD NOTIFICATION:

Notification of award will be provided on or about July 1, 2014.

LENGTH OF GRANTS:

July 1, 2014– June 30, 2015

PERIOD OF OPERATION:

August 2014- June 2015 (School Year 2014-2015)

FUNDING PER STUDENT: \$5,600 (full-day) \$2,800 (half day)

FUND USE:

- Salaries, wages, and benefits for teaching staff.
- Equipment, materials and supplies (e.g. classroom furniture, materials of instruction including MSDE approved curricular resources (curriculum) to support the Maryland College and Career-Ready Standards, book supplies for family literacy activities.)
- Cost associated with maintaining MSDE or national accreditation status.
- Costs associated with the provision of staff and professional development activities to support recertification of qualified teaching staff.
- Cost associated for the evaluation and monitoring of the project (may not exceed 5% of the total fund request) Note: MSDE will conduct an evaluation on all funded programs.
- Indirect costs (may not exceed 10% of the total fund request)

Funds may not be used for:

- Supplanting existing services
- Capital Improvement

THE GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427:

Each application must develop and describe the steps the applicant will take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of participants, and other program beneficiaries in order to overcome barriers to equitable participation.

REPORTING REQUIREMENTS:

Grantees must submit:

- Quarterly Progress Reports using MSDE supplied forms;
- Annual financial report at the end of the grant period; (September 30, 2015)
- Quarterly Enrollment and Attendance Reports using MSDE supplied forms;
- Grantees will host at least one site visit per funding cycle.

LETTER OF INTEREST:

Submit a letter of interest, i.e., e-mail, by May 13, 2014 to Ms. Jenaya Smith Parris at jesmith@msde.state.md.us. The letter shall include the following: Name of school, location, number of children currently enrolled (if applicable), and name of program providing prekindergarten under a MOU (if applicable.) The letter shall be signed and dated.

TECHNICAL ASSISTANCE MEETING:

Date and Time: May 14, 2014 from 1:30 pm to 3:30 pm.

Location: Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, MD 21201, 8th Floor, CR-6/7

Remote access: Toll-free dial-in: 1-866-247-6034. Conference Code: 5829743780

SUBMISSION OF QUESTIONS:

Questions must be received by May 27, 2014 by 5:00 pm, and questions and responses will be distributed to all applicants via email.

Please direct questions to:

Ms. Jenaya Smith Parris

Early Learning Program Development Specialist

Division of Early Childhood Development 10th floor

Maryland State Department of Education

200 W. Baltimore Street

Baltimore, MD 21201

410-767-0602 (office) 410-333-6226 (fax) by email at: jesmith@msde.state.md.us

COVER SHEET		
FY 2015		
Prekindergarten Expansion Grant		
Application (Absolute Priority II)		
Name of Grantee:		Fed ID No:
Address:		
City:		ZIP:
Telephone:	FAX:	e-mail:
Contact Person:		
Address of contact person (if it is different from the address above):		
City:		ZIP:
Telephone:	FAX:	e-mail:
Project Summary		
Prekindergarten Site Selection:		

LSS Superintendent

Date

PROJECT UPDATE - FISCAL 2015

Describe the specific goals and objectives of your Prekindergarten Expansion Grant². Describe your plan for family engagement (in accordance with the Maryland Early Childhood Family Engagement Framework -

http://www.marylandpublicschools.org/MSDE/divisions/child_care/docs/MdFamEngage_111213.pdf?id=238651&type=Movie) , meeting school readiness goals, providing services to eligible students with special needs and collaboration with the local school system to achieve your goals and objectives. Please use Appendix A to describe your projects goals and objectives.

PROJECT MANAGEMENT /KEY PERSONNEL

List your project's key personnel responsible for the successful implementation and monitoring of the grant requirements and provide resume(s) for all key personnel in the appendix. ³

² The Prekindergarten Expansion Grant may fund an individual program or a network as defined by this RFP.

³ Key personnel include the director/administrator, and lead teachers/providers who work directly with children in the classroom/early childhood setting.

10 Quality Benchmarks and Programmatic Plan

Indicate which of the following prekindergarten curriculum options is utilized in the prekindergarten program:

- State recommended comprehensive curriculum-(Name) _____
- A local school system curriculum that aligns with the Maryland College and Career-Ready Standards

Lead teachers in both public and private settings must have specialized training in early childhood education, and meet State certification standards for early childhood education. Please indicate the qualifications of the lead classroom teacher.

Assistant teachers must hold a minimum of a high school diploma, but preferably a CDA or equivalent training (i.e. Level 4 in MSDE Credentialing Program). Please indicate the qualifications of the classroom assistant.

Indicate how the lead teacher and classroom assistant will participate in yearly professional development activities.

Will the classroom teacher be employed part-time or full-time? _____

Ten month or twelve months? _____

What are the salary levels for the classroom (lead) teacher and classroom assistant?

Lead teacher salary _____ Assistant teacher salary _____

Will benefits be provided? If yes, describe benefits package:

Will the program provide a half-day (2 ½ hour) session or a full-day (6 ½ hour) session?

_____ Half-day, 2 ½ hour session _____ Full-day, 6 1/6 hour session

What is the rate of tuition that parents of children enrolled in the prekindergarten will be charged on a weekly basis? Include center tuition rate schedule as an appendix to the application. (Families whose children attend a 2 ½ hour session must receive a 20% discount on center tuition rates; those attending a 6 ½ hour program must receive a 40% discount on tuition rates.)

Class sizes must be limited to no more than 20 children for four-year-olds, with a staff to student ration of 10:1 for 4's and no more than 16 children per class for three-year-olds, with a staff to student ratio of 8:1. Please indicate the number of children that will be enrolled in the Preschool for All classroom.

10 Quality Benchmarks and Programmatic Plan

How will children be recruited for the program and how will the recruitment efforts be coordinated between the vendor and local school system?

How will you ensure that children from economically disadvantaged backgrounds are provided access to the program?

Programs must provide both screening and referral services covering at least vision, hearing speech and language, health and physical development. Programs must also offer, either directly or through coordination with local school systems or local departments of health and social services, additional support services for participants. (These services may include English as a Second or Other Language (ESOL), parenting support or training, physical and mental health and wellness services (SEFEL), and early intervention for children with disabilities and/or special health care needs.) Please indicate the how these services will be provided.

What is the nature of the collaboration between the qualified vendor and the local school system?

Note: The Quality Benchmarks adhere to COMAR 13A.06.02 (Prekindergarten)

COLLABORATING PARTNERS

List collaborating partners and describe their respective roles in the successful outcome of this project. Include in the appendix a Memorandum of Understanding (MOU) with the Local School System and, if applicable, other partners, signed and dated, describing the responsibilities of the collaborating partners.⁴

Budget Narrative (FY15) Complete for July 1, 2014 – June 30, 2015

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories onto line 214 (Community Services) of the enclosed MSDE Budget Form. Then list the total requested budget amount on the line *TOTAL EXPENDITURES BY OBJECT*. **Sign and date the MSDE C-125 Budget Form.**

Line Item	Requested	In-Kind	
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⁴ A sample of an executed MOU is enclosed in Appendix B

	Amount	Contribution	Total
1. - Salaries and Wages			
Subtotal			
2. Contracted Services			
Subtotal			
3. Supplies and Materials			
Subtotal			
4. Other Charges (e.g., fringe costs)			
Subtotal			
5. Equipment (e.g., classroom furniture)			
Subtotal			
Grand Total			

GRANT NAME Prekindergarten Expansion Grant

GRANT RECIPIENT NAME

MSDE GRANT #

RECIPIENT
GRANT #

REVENUE SOURCE

SCHOOL / CENTER NAME

FUND SOURCE
CODE

GRANT PERIOD

July 1, 2014 – June 30, 2015

CATEGORY/PROGRAM	BUDGET OBJECT						
	01- SALARIES & WAGES	02 - ANT	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 – EQUIPMENT	06 - TRANSFERS	BUDGET BY CAT./PROG
201 Administration							
Prog. 2 General Support							
Prog. 2 Business Support							
Prog. 2 Centralized Support							
202 Mid-Level Administration							
Prog. 1 Office of the Principal							
Prog. 1 Inst. Admin. & Supv.							
203-205 Instruction Categories							
Prog. 0 Regular Prog.							
Prog. 0 Special Prog.							
Prog. 0 Career & Tech Prog.							
Prog. 0 Gifted & Talented							
Prog. 0 School Library Media							
Prog. 0 Instruction Staff Dev.							
Prog. 1 Guidance Services							
Prog. 1 Psychological Services							
Prog. 1 Adult Education							
206 Special Education							
Prog. 04 Public Sch Instr.							
Prog. 09 Instruction Staff							
Prog. 15 Office of the							
Prog. 16 Inst. Admin &							
207 Student Personnel Serv.							
208 Student Health Services							
209 Student Transportation							
210 Plant Operation							
Prog. 30 Warehousing &							
Prog. 31 Operating Services							
211 Plant Maintenance							
212 Fixed Charges							
214 Community Services							
215 Capital Outlay							
Prog. 3 Land & Improvements							
Prog. 3 Buildings & Additions							
Prog. 3 Remodeling							
Total Expenditures By Object	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Finance Official Approval

Name

Signature

Date

Telephone #

Supt./Agency Head Approval

Name

Signature

Date

Telephone #

MSDE Grant Manager Approval

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments,

COMAR 13A.06.02 Prekindergarten Programs, the Code of Federal Regulations (CFR) 34 (Part C, IDEA), COMAR 13A.16.01-.19 Child Care Centers, COMAR 13A.14.06 Child Care Subsidy, COMAR 13A.14.09 Child Care Credential Program, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.

2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failures to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.
12. **I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.**

Superintendent of Schools or Head of Grantee Agency	Date

Appendix A**Instructions:** See next page for information on Goals, Strategies, and Activities.**Implementation Plan** (reproduce this form as needed)

GOAL(s):					
STRATEGIES:					
Activities	Dates		Responsibility	Funding	
	Date Initiated	Expected Completion Date	Person Responsible for Outcome	Funding Required	In-Kind

Goals, Strategies, and Activities

Goals

State the overall goal of your project at the top of the Implementation Plan. The goal should address the main problem (e.g., to increase the number of children being ready for school). While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish the more complex your project becomes. Goals must have deadlines of one year.

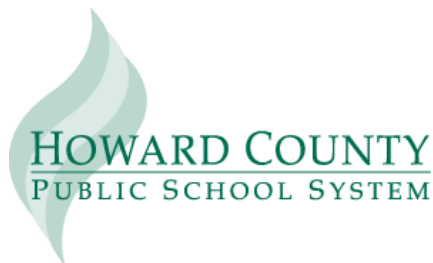
Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. When determining your strategies, you should consider the clients you are targeting and how will they use or be affected by the services you provide. Programs must also include strategies about family engagement, partnerships with local school systems, and support services such as screening and referral of students with special needs.

Activities

Activities are the specific steps you will take to accomplish the project goal, and involve direct service to clients (children, parents, and teachers). Examples include specific teacher trainings, family nights, and mentoring sessions. They may take place on a single date (e.g., 1-day training session) or over a period of time (e.g., ongoing technical assistance) List the activities that your project will implement. Then relate each activity to a strategy.

Note: Networks state the goals, strategies, and activities from the viewpoint of the non-profit organization overseeing the network of programs.

Appendix B
SAMPLE MOU**HOWARD COUNTY PUBLIC SCHOOL SYSTEM**
EDUCATIONAL PARTNERSHIP DECLARATION**between*****The Young School at King's Contrivance*****and*****The Howard County Public School System*****Vision**

The vision of the partnership between the *The Young School at King's Contrivance* and the *Howard County Public School System* is to model a public-private partnership between a local school system and community-based provider for implementing a *Preschool for All* program resulting in positive outcomes for children.

Mission

Per funding provided by the Judith P. Hoyer Early Child Care and Education Enhancement Grant for Preschool Services, *The Young School* and the *Howard County Public School System* will work together to expand access to a low-cost, high quality preschool education that meets 10 quality benchmarks set by the Maryland State Department of Education (MSDE) - Attachment A.

Objectives

The Young School and the Howard County Public School System will

- Target families to participate in the prekindergarten program with a focus on children from economically disadvantaged backgrounds who do not meet the income eligibility requirements of the public school program; and English language learners.
- Share Maryland Model for School Readiness (MMSR) and Ages and Stages Questionnaire (ASQ) screening data.
- Work with the Howard County Health Department to provide vision and hearing screening for all 4-year olds enrolled in the prekindergarten program.
- Collaborate to ensure a smooth transition to kindergarten.
- Monitor and track the progress of the grant via a variety of evaluation tools, including but not limited to MSDE standards, questionnaires, self-appraisals, etc.
- Serve on the Howard County Transition to Kindergarten Committee to establish open communications between the child care community and the public school system, and to establish standardized methods of data collection between the prekindergarten program and public school kindergarten.
- Meet at least yearly to evaluate the partnership against measurable evaluation criteria and revise the agreement as warranted.
- Follow all Howard County Board of Education policies and procedures.

The Young School will

- Provide a high quality prekindergarten education and wrap- around care to eligible children.
- Provide a tuition discount for up to 20 children meeting the income and/or language eligibility guidelines.
- Refer income and/or language eligible families who are currently enrolled at The Young School to the scholarship program; offer financial assistance when qualified.
- Provide parent workshops to support school readiness skills.
- Hire qualified early childhood education teachers.
- Assess the students in the fall and spring using the 29 school readiness indicators used by the HCPSS; plan developmentally appropriate lessons based on each child's needs.

The Howard County Public School System will

- Promote the pilot prekindergarten program offered at The Young School and refer families who do not qualify for the HCPSS prekindergarten program and/or those who do qualify but would benefit from services (e.g., wrap-around care) offered at The Young School).
- Educate school administrators and applicable school system offices about eligibility requirements and the process for referring families who qualify for The Young School prekindergarten program.
- Offer professional development opportunities to Young School grant teachers; provide training and technical support to teachers on selected developmental screening tools.

- Recognize the partnership with The Young School in school newsletters, on the school website and at various events and venues throughout the school year.
- Issue a press release to announce the formation and signing of a partnership between The Young School and HCPSS.
- Invite representatives from The Young School to the Howard County Public School System Annual Partnership Celebration.
- Recognize the partnership between The Young School and HCPSS in the *Howard County Public School System Educational Partnerships Annual Report*.

HCPSS welcomes the opportunity to partner with many types of businesses and organizations. A partnership, however, does not constitute promotion or endorsement by HCPSS for any partner's causes, ideas, web sites, products or services.

We, the following, do fully agree to the above stated partnership agreement between the The Young School and the Howard County Public School System on this the 26th day of January in the year 2011. The agreement shall remain in effect until such time that either party provides 10 days notice of its intent to terminate the partnership.

Superintendent of Schools, HCPSS

_____, Owner

The Young School

Date: _____

Date: _____

TASK FORCE ON UNIVERSAL PRESCHOOL EDUCATION

10 QUALITY BENCHMARKS

1. Curriculum standards.

Universal preschool programs must implement a state-recommended comprehensive curriculum, an MSDE-approved individually developed curriculum, or a local school system curriculum that aligns with the MMSR, State Curriculum (SC), and *Guidelines for Healthy Child Development and Care of Young Children*.

2. Teacher certification requirement.

Lead teachers in both public and private settings must meet state teacher certification standards for Early Childhood Education (Pre-K–3).

3. Teacher specialized training requirement.

Pre-service requirements for lead teachers must include specialized training in Early Childhood Education. Elementary teaching certificates alone will not qualify.

4. Assistant teacher degree requirement.

Assistant teachers must hold a minimum of a high school diploma, but preferably a Child Development Associate (CDA) or equivalent training (i.e., Level 4 in Child Care Credentialing Program).

5. Teacher recertification requirement.

Teachers must attend a specified number of hours of approved professional development per year.

6. Maximum class size.

Class sizes must be limited to no more than 20 children for four-year-olds and no more than 16 children for three-year-olds.

7. Staff-child ratio.

At least one staff member must be present per 10 children in a classroom for four-year-olds and per 8 children for three-year-olds.

8. Screening/referral requirements.

Programs must provide both screening and referral services covering at least vision, hearing, speech and language, health and physical development. Programs also must offer, either directly or through coordination with local school systems, or local health and social service departments, additional support services for participants, which may include English as a Second or Other Language (ESOL) services, parenting support or training, physical and mental health and wellness services, and early intervention for children with disabilities and/or special health care needs, including medical interventions within inclusive settings.

9. Meal requirements.

All participants must be offered at least one full meal per day if preschool services are offered for more than 2 ½ hours, in accordance with the Child and Adult Care Food Program.

10. Monitoring.

Each year programs receiving grant funding from MSDE must conduct a self-evaluation to assess program quality according to these quality indicators and report performance data to MSDE. MSDE will conduct two site visits each year. Programs not meeting standards and in need of improvement must create a program improvement plan identifying the steps they will take to fulfill each standard. Additional site visits will be conducted to assess improvement and adherence to quality standards.